

For Sunday Reading:

- A & B *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6).
Praises With Understanding (The Psalms), by G. Hollis (S.P.C.K., 2/-).
The Holy War, by John Bunyan (R.T.S., 3/6).
A *Adventures in Engineering*, by A. Malle (Collins, 1/6), pp. 1-94.
B *The Roll Call of Honour*, by Sir A. F. Quiller-Couch (Nelson, 1/6), pp. 99-179.
A & B Sunday Occupations: A Book of Centuries (see under General History).
Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7, 8 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.
Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.
The Little Oxford Dictionary (Oxford Press, 1/6), may be used.
Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see *Our Work*, April Parents' Review).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.
A *New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), (A), pp. 88-112; (B), 44-64, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), (A), pp. 56-67; (B), pp. 33-43.
Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

- A *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 396-447. Milton's *Samson Agonistes** (Blackie, 1/6, or *Complete Poems*, Oxford, 3/6).
A & B Shakespeare's *King Lear** (Blackie, Plaintext, 6d.).
Scott's *Old Mortality** (Nelson, 1/3).
Read poetry daily.
*Palgrave's Golden Treasury** (with Part V., modern poetry, Macmillan, 2/-).
A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

- A & B *A History of England*,* by Cyril Robinson, Vol. II., (Methuen, 3/6), pp. 188-231, and Vol. III. (3/6), pp. 1-25 (1660-1702), [or use Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 494-557 (1649-1702).]
Make summaries of events and dates, and finish a chart of the 17th Century (see Robinson and Arnold-Forster, and *History Charts*, P.N.E.U. Office, 6d.).
Read the daily news and keep a calendar of events.
Take *The Home and Class Room Section of The Times* (Times Office direct, 6/- a year).
Teacher will find useful Quennell's *History of Everyday Things in England*, Part V. (17th Century), (Batsford, 3/-).

General History.

- A *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 100-136. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 167-199.
Teacher will find useful Quennell's *Everyday Life in Homeric Greece* (Batsford, 7/6); *Coloured Postcards, Set C 9* (India), (British Museum, 2/6).
B *A First History of France*, by L. Creighton (Longmans, 5/-), pp. 199-213 (1643-1700). *Babylonia and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 1-40.
A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards*, catalogue to be had from the Museum. Scottish children may use *A Short History of Scotland*, by Robert L. Mackie (Oxford Press, 6/-).

Citizenship.

- A *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 48-72.
A & B North's Plutarch's *Lives: Pericles** (Blackie, 10d.).
‡ *Who is My Neighbour?** by H. Somerville, M.A. (Harding & More, 2/6), pp. 134-171.
Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).
A For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.¹

- Local geography out-of-doors. Map questions as in the Ambleside Geography Book to be answered from map before each lesson; then reading and narration; memory sketch maps.
A & B *Ambleside Geography Book IV.*,* 1928 edition, (Kegan Paul, 4/-), pp. 223-265 (Balkans, Baltic States, Russia).
Our Sea Power,* by H. W. Household (Macmillan, 2/-), pp. 58-93.
A Geikie's *Physical Geography Primer* (Macmillan, 1/9), pp. 46-91.
A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 2/6).

‡ Comes to an end this term.

Natural History and Botany.¹

- A *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 64-122.
B *Life and her Children*,* by A. Buckley (Macmillan, 6/-), pp. 135-166.
A & B *The Study of Plant Life*,* by M. C. Stopes (Blackie, 6/-), pp. 114-130 and 165-193.

Keep a Nature Note-Book* (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. Make a plant map (see Stopes). For special studies suitable to the season and climate, see *Nature Rambles*, Vol. II., *Spring to Summer*; also *Nature in the Garden*, Vol. I., *Early Days to Midsummer*, by Edward Step, F.L.S. (Warne, 2/6 each). S.N.S.U. Leaflets Nos. 15 (*Nature Tracking, I.: Food Tracks*), and 23 (*Nature Tracking, III.: Habits of Birds and Mammals*), (2d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.

General Science.

- A *Wonders of the Sky*,* by Mary Proctor (Warne, 6d.), pp. 11-55; or, *The Fairyland of Science*,* by A. Buckley (Macmillan, 6/-), pp. 150-194.

French.² (See N.B. 4.)

- A & B *A French Course for Schools*, Part II.,* by H. F. Collins (Macmillan, 2/-), Lessons 1-6. Read and narrate only, *Renard et ses Confrères*,* by L. Chauveau, edited by I. K. Clarke (Dent, 1/9), pp. 47-97; parse two pages. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).
For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

Latin. (See N.B. 4.)

- A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 21-27.
B *Gradatim*,* by H. R. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 1-16; or continue in *A Latin Book for Beginners*, Part I.

German.² (See N.B. 4.)

- A *Primary German Course*,* by O. Siepmann (Macmillan, 3/-), lessons 4-6, inclusive, or continue. Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.
B *Ich Kann Deutsch Lesen**, by G. Gladstone Solomon (Heinemann, 2/6), pp. 27-52.

or, Italian.² (See N.B. 4.)

- A *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 5/-), Lessons 16-18, or continue.
The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, for rapid mental work.

- A (2nd Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's, 1/-), pp. 41-60, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-), Exs. 211-225.
B (2nd Term.) *Fundamental Arithmetic*, Book III. (Pupil's Book, 1/-), pp. 60-80, (Teacher's, 2/3), with *Arithmetical Dictation*, Book III. (1/-), Exs. 169-180.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

- A *A Shorter School Geometry*,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6); pp. 1-18, or continue.
*The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

- A & B *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d), pp. 35-44, and 56-58; or continue.

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions of pictures by Watts* (P.N.E.U. Office, 2/- the set).

See the special notes for teachers only in the April Parents' Review; also *Home Education* and *School Education*.

Painting, etc.

Studies of people working out-of-doors. Original illustrations (e.g., scenes from Literature studied) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see under *Our Work* in the April Parents' Review).

Teacher may consult *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

The work of Dvořák; see (a) article, and (b) records suggested under *Our Work*, in the April Parents' Review.

Music; Piano, etc.

Learn suitable compositions. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

Three English songs, and three French songs.
Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). *The Three R's in Music*, by A. Somervell (Boosey, 1/6), will also be found useful.
The Clarendon Song Books: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).
Fifty Steps in Sight-Singing, by Arthur Somervell (Curwen & Son, 2/6), take three lessons, with suitable exercises from *The Rapid Sight Reader*, by A. Somervell (Boosey, 3d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 145 and 146.
Two hymns. A scene from the Shakespeare play, or, two poems.
Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.
A & B Bulfinch's *Age of Fable** (Dent, 2/-), pp. 127-155.
From Pole to Pole, by Sven Hedin (Macmillan, 10/-), pp. 89-129. *Robinson Crusoe** (Nelson, 1/3).
A *Herodotus: Stories and Travels** (Dent, 1/4), pp. 135-169.
Lorna Doone,* by R. D. Blackmore (Dent, 2/-).
B *The Carved Cartoon** (Grinling Gibbons), by Austin Clare (S.P.C.K., 3/-).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

- (a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.
(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instructions, 11d. each).
(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Tennis.

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St., Leicester).

(b) Claymodelling: make six models.

Claymodelling, by H. Unwin (Longmans, 4/6), or, *Clay Work*, by K. M. Lester (Batsford, 4/6).

(c) Sewing: cut out and make a garment and do some embroidery.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and Sheet No. 15, 6d.).

(d) Netting: make, for example, a string bag.

Boys and girls, darn and mend garments from the wash each week.

First Lessons [in] Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form III. lasts two years (ages 11-13). Where the same book is used in Form III. A & B, more advanced work should be expected from pupils in Form III.A. Form III.B is the old Second Year II.A. Second Year III. is now called IV.B.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM III. (A & B).

PUPILS' NAMES.....

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Bible Lessons.

- A & B 1. Mention four events in Joseph's life which show that "the Lord was with Joseph." Describe how Joseph, the slave, rose to be lord over all the land of Egypt.
2. "Now there arose up a new king over Egypt which knew not Joseph." How did he treat Joseph's people and by whom did God save them? Can you show that this Pharaoh also helped to carry out God's plan?
- A & B 1. On what occasions were the following words spoken? Tell the story fully in **one** case, showing what lessons we may learn from it: (a) "O thou of little faith, wherefore didst thou doubt?" (b) "Stretch forth thy hand." (c) "O woman, great is thy faith."
2. "A certain man was going down from Jerusalem to Jericho." Tell the whole parable. How did it answer the lawyer's question?
- A 3. What was our Lord's charge to the Twelve?

Writing. (Writing is also considered in each answer.)

Write (A), ten, (B), six lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).
A & B *Robinson Crusoe*, page 44, "The wave that came upon me . . . my feet."

Composition.

A & B 1. Write in prose, or verse (which must scan), upon **one** of the following,—(a) "*Robinson Crusoe*," (b), "*Atalanta*," (c), a speech by "*Boanerges*" or "*Diabolus*," (d), "To the month of June, 1932."

English Grammar.

- A 1. Analyse the following, and parse the words in italics:
"*Between little soft clouds the sun shone bravely; and a copse which had worn its firs all the year round seemed old and dowdy now beside the new green lace which the beeches had put on so prettily.*"
- B 1. Pick out Subjects, Predicates and Objects in A 1, above, and parse each word in the first clause.
- A 2. What is meant by (a), mood, (b), tense? Give examples in three sentences for each, and parse each verb fully.
3. On page 124 of *Winners in Life's Race*, find any (a) present participles, (b), gerunds, and write them down in columns.
- B 2. What is (a), an adverbial, (b), an adjectival, (c), a verbal phrase? Give an example of each in a sentence, analysing the sentence simply.
3. "In the main, conjunctions are verb-joining, prepositions are noun-joining." Explain and illustrate with examples in sentences.

Literature.

- A & B 1. Describe a scene from *King Lear*, which takes place in the palace.
2. Give a scene from *Old Mortality*, in which "Lady Margaret Bellenden" or, "Henry Morton," takes part.
- A 3. Narrate, in writing, (a), the poem by Milton you enjoyed most, or, (b), the plot of *Samson Agonistes*, quoting favourite lines.

English History.

- A & B 1. Describe the life of (i.), a squire, (ii.), a person travelling, at the time of the Restoration (Robinson).
- or, 1. Write a short account of the quarrel with the Dutch for the carrying trade (Arnold Forster).
2. Make a history chart of the period 1645-1700.
3. "There were three things on which James II. had set his heart." Describe the character of James II. and show how he tried to carry out his aims. (Arnold Foster).
- or, 3. Write a short account of William III.. (a), his character, (b), his position as King of England, (c), his dealings with Louis XIV. (Robinson.)

General History.

- A 1. What was the cause of the Ionian Revolt? Describe the interview between Aristagoras and Kleomenes.
2. Write an account of (a), Baber, "*The Lion*," or, (b), Akbar.
- B 1. What do you know of the early years of Louis XIV.? Dates.
2. What do you know of (a), the laws, (b), the schools, of Ancient Babylonia? What drawings and dates have you put in your Century Book for this period?

Citizenship.

- A & B 1. "So he presently began a new course of life, since he had taken upon him to deal in matters of state." Describe how Pericles (a), ordered his life in this connection, or, (b), sought to win the favour of the people.
2. Why is it necessary for the State to think about the houses of the people? Describe a house in which you would like to live. Plan.
- A 3. Give examples to show, (a), how Reason takes part in good works and great inventions; (b), that Reason has no right to speak the last word on most subjects.

Geography.

- A & B 1. Draw a sketch map of the Balkan Peninsula, putting in the states, boundaries and chief towns. Write a short account of Greece.
2. What do you know about the founding of the first English Colonies?
- or, 2. Write about the special out-of-door geography you have taken this term.
- A 3. What becomes of rain after it has fallen? Write a full account.

Natural History.

- A 1. Write a short description of **two** of the following,—(a), the tadpole, (b), the axolotl, (c), the tortoise, (d), the chameleon. Drawings.
- B 1. What do you know of the structure and habits of (a), a leech, (b), a sea-mouse. Drawings.
- A & B 2. Describe (a), a plant which eats insects, (b), the way in which insects and flowers help each other. Drawings.
3. Write notes, with drawings, on a special plant map, hedgerow, moorland, or pond, you have made this term.

General Science.

- A 1. Give, and explain, a diagram of the phases of the moon. Describe "the moon, a dead world." of the or, 1. How does a plant (a), get, (b), digest, (c), store, its food?

French.

1. Write, in French, a short story of "La Jeune Fille à la Grande Bouche."
2. Use in sentences, the following verbs: *écrire, faire*, in the imperfect tense; *appeler, devoir*, in the past historic tense; *guérir, s'essuyer*, in the conditional tense.
3. Use the following in sentences: *plus belle que, pire que, le moins heureux, nous-mêmes, celui-ci*.

Latin.

- A 1. (a), Form adverbs from *altus, brevis, facilis, bonus, magnus*. (b), Write the comparative and superlative of these adverbs.
2. (a), Translate: The boys swim to the dolphin with swift strokes. (b), Give the meanings of the prefixes *con, ob* and *re*; form derivatives, writing the complete derivation.
3. (a), *A Latin Book for Beginners*. Translate § 27, lines 30-36. (b), Read the Latin again and write a narration in Latin.
- B (Gradatim) 1. Decline "vir magnus."
2. Translate (1), The boy did not like the pipe, he will like apples. (2), Do you not see the horse in the neighbouring garden?
3. (a), Translate § 13, lines 1-5, "In Hispania ascendo arborem." (b), Read the Latin again and write a narration in Latin.

German.

- A 1. Describe, in German, the picture on page 14 (Siepmann).
2. Make sentences, answering, in German, questions 1-10 page 171 (Siepmann).
- Beginners. Give, in German, a short oral narration of "Die Schwäne."

or, Italian.

- A 1. Give a short conversation in Italian on the telephone.
2. Write out the preterite indicative of *essere, avere, venire, dare*, and make sentences with the 3rd person singular of each.

Arithmetic.

- A (2nd term) 1. Find the cost of 85 bicycles at £5 14s. 6d. each.
2. A sailor was cast on a desert island at 10 a.m. on November 15th, 1927, and rescued at 5 p.m. on March 1st, 1928. How many days and hours did he spend on the island?
3. In bronze there is 95 per cent of copper, 4 per cent of tin, and 1 per cent of zinc. How many lb. and oz. of each of these will there be in 1000 oz. of bronze?

B (2nd term) 1. Simplify:

(a), $2\frac{3}{4} \times (1\frac{5}{8} - \frac{2}{3})$.

(b), $\frac{\frac{11}{15}}{3\frac{1}{5}}$

2. If the area of Scotland is 30,000 square miles, how many acres does it contain?
3. From a piece of calico measuring $1\frac{1}{4}$ ft. by 2 ft., a boy cut two triangular sails for his boat. Each sail was $6\frac{1}{2}$ in. wide at its base and 8 in. high. How many sq. in. of calico were left?

Geometry.

- A 1. Draw two lines APX and BPY crossing each other at P and such that, $AP = PX = 1.3"$, $BP = PY = 2.1"$. Join AB, AY, XB, XY, and measure these four lines in inches. What do you notice about them?
2. Define a radius, arc, chord, of a circle and draw a diagram to illustrate your definitions.
3. The earth turns right round once in 24 hours. Through what angle does your schoolroom turn in 12 hours, 6 hours, 4 hours, 1 hour? What kind of angle is each of these?

Algebra.

- A & B 1. (i.) Subtract $3x + y + 1$ from $4x - y - 1$.
- (ii.) Write down the value of:

$\frac{10}{-2}$, and of $-12 a^6 b^4 \div 4 a^3 b^2$.

2. Find the value of

(i.) $2(8a - 3) - (a + 9)$ when $a = 4$.

(ii.) $4(3x - 7) - 9(2x + 1) + 7(x + 10)$ when $x = 5$.

Picture Study.

Describe "Progress" by Watts.

Painting. (All work should be done with brush and in colour.)

1. Illustrate a scene from a play or a story you have read in this term's work, and give it a title.
2. A study of figures at work in garden or field.

Music Appreciation.

What compositions by Dvořák have you most enjoyed?
Describe one of them.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem, and a leading article from a newspaper.

Music.

Report progress.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.